

ATTACHMENT FOUR

Training Directives for Volkspolizeischulen

Before the course commences at a Volkspolizeischule, the school director and his deputy, the political officer (PK), must discuss with all the teachers and instructors a) the program of instruction for the first month, b) the planning of instruction in accordance with the basic purpose of the course, and c) methods of instruction for the specific subjects.

A. The program of instruction for the first month for a Volkspolizeischule, Category A, is attached.

B. Planning of Instruction.

1. The planning of the training must be in line with the course of instruction. Constant operational readiness of the companies and platoons must be guaranteed.
2. The head of the teaching section, and the head teacher and head instructor must set up a work schedule for the entire month. They must then set up a plan for the development of the various themes indicating the following:
 - a. Distribution of the teachers according to subject matter.
 - b. Who is responsible for developing the themes.
 - c. Target date for submitting themes.

As they are finished, the school director or his deputy will discuss the themes with the person who has worked them out, and will recommend amendments or additions. The finished themes will then be approved by the school director and filed in a special file.

The monthly schedule must also provide for advanced education for the teachers and instructors.

3. The head of the teaching section in cooperation with the head teacher and head instructor is to set up the weekly school schedule. He decides the arrangement of the hours and topics down to platoon level. In order to achieve the best results it is recommended that the student groups not exceed the size of the training groups. The schedule should indicate which topics are to be discussed. The weekly schedule is to be maintained in the school director's office, and must be counter-signed by him. After the weekly schedule has been set up, a weekly control plan must also be arranged. It is to be signed by the school director, and must be retained by him. His representatives are to be informed of only as much of the control plan as is necessary for the carrying out of their control functions. At the end of every week the director of the school, or the head of the teaching section, will discuss the previous week's work with the entire teaching staff. In these discussions the results of the previous week will be reviewed, experiences exchanged, and the new tasks for the next week will be introduced.

The teaching and training plan for the companies are to be drawn up by the head of the teaching section and the head teacher and head instructor in cooperation with the individual company leaders. The plan is to be counter-signed by the school director and then issued as training orders to the company. The plan is to include the assignment of fields, gymnasiums, firing stands, and so forth. At the end of the week the companies are to return the training orders with a weekly report, and any records to the school directorate.

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4. Control and Reporting.

a. The platoon leader's journal.

The platoon leader will maintain a journal containing the following: list of attendance, training record, grade record.

The attendance list is to be filled in daily by the platoon leader at the end of the day. Any student absent for more than half a day is to be marked absent. The following symbols are to be used: (.) present, (U) on leave, (K) sick, (D) on duty (guard duty, etc), and (F) absent (reason to be noted).

The training record is to be maintained by the platoon leader and entries recorded by him or the appropriate teacher or instructor. Each topic of instruction is to be entered, the date, the name of the teacher or instructor, the attendance record and any comments. These entries will serve as a basis for controlling the actual training, and will assist the company leader in his weekly reports on average attendance strength at the individual courses. Each subject should be on a separate page.

The grade record is maintained by the platoon leader and entries recorded by him or the appropriate teacher or instructor. Each subject is to be on a separate page. Record will be kept of the development and progress of each individual student. This will form the basis for the company leader's weekly report on average grades.

b. The platoon record book.

This is maintained by the platoon leader and includes: personal data, general training, party membership, membership in mass organizations, past military training, special abilities of the platoon members, etc. The platoon leader is to comment on personal appearance, leadership ability, theoretical and technical ability, punishments and commendations. The company leader is to make controlling comments.

c. The weekly report.

The weekly report is to be drawn up every weekend by the company leader on the basis of the platoon leaders' journals. It is to indicate the average attendance at the various courses, the average grades, and firing records.

d. The monthly report.

The monthly report is to be prepared by the school director and should include a) a monthly report on the fulfillment of the teaching and training program, b) report on firing (divided by weapons), and c) analysis of the monthly report on the fulfillment of the teaching and training program. This analysis should be drawn up in a concise manner including concrete examples. The following questions are given as a guide, and should be discussed in the analysis:

- 1) In what subjects was the plan not carried out, and why?
- 2) What difficulties and shortages were encountered in carrying out the plan (lack of instructional material, shortage of teachers, students dropping out because of special assignments, illness, etc)?
- 3) Analysis of the statistical attendance records (how many students were absent, and why?).

SECRET/CONTROL

-3-

- 4) What programs over and above the educational programs were conducted (cultural activity, exact details; meetings, study groups)?
- 5) What methods for improved teaching of the students were discovered and what are proposed? (New instructional material, etc.)
- 6) What results were achieved in the theoretical training?
- 7) What results were achieved by the moral training (discipline, punishments, commendations)?
- 8) What lapses and weaknesses were observed among the teaching staff?
- 9) What methods were used to further the education and training of the teaching staff?
- 10) What proposals were made to improve the teacher training?
- 11) What was the economic situation of the school during the month (food, clothing, housing, etc)?
- 12) What inspections took place during the month, and what complaints registered?

3. Educational Precepts.

The educational methods used fall into the following categories:

- a) lectures, b) private study, c) consultations, d) seminars, and
- e) practical experience in the auditorium and in the field.

1. Lectures. The lectures are to acquaint the pupil with the theoretical subject matter in an easily understandable and well coordinated form, so that the student can make diagrams and notes. Pictorial instructional material, charts, blackboard, etc should be used frequently.
2. Private study. Private study enhances the lecture by allowing the student to work over the notes and required reading. It is important that the student be assigned the required reading in advance. The student can work over the material either by himself or with other students. Emphasis should be laid on individual study so that the student accustoms himself to studying. Collective study should only be undertaken after the student has mastered individual studying. At that time the more advanced pupils should be encouraged to assist the more backward students. Individual study should be under supervision. Supervision should be the intermediate state between private study and group study.
3. Consultations. During consultations the teacher clarifies points in the lectures and required reading that the student was not able to comprehend.
4. Seminars. The seminars serve to indicate whether that student has absorbed the instructional material, and made it his own. The seminar leader is able to encourage the student to formulate his knowledge in a short concise manner. The students are to be encouraged to clarify obscure points by group discussion. Also, the leader should refrain from giving a "school solution".
5. Practical experience in auditoriums and field. This serves to translate the lectures, individual study, and theoretical instructional material into practice. The student should be

SECRET/CONTROL

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trained to apply his knowledge, and to judge others. The system of 'Stations-Betriebe' is to be used in the practical drill in the field. All of the students are to be drawn into the preparations for practical drills.

6. Preparation of the teachers. The basic principle for the correct delivery of a lecture, as well as guiding practical experience, is a thorough acquaintance with the material. The teacher must acquaint himself with all of the instructions, directives, material, etc. The teacher must have all of the material at hand so that the lecture or drill period can progress uninterruptedly. A careful plan of the lecture, including any instructional material is to be drawn up in advance.
7. Carrying out of the training. The teacher must appear in appropriate attire. The teacher must see that the classes begin and end punctually and that the rest periods are strictly observed. The teacher should usually stand to deliver his lectures. The main topics of the subject should be outlined. The topics must be explained to all of the students (in practical training). The teacher should assess the individual answers and then give the correct answer and the reason concisely so that he can progress to the next subject.
8. Training. In order to fulfil the task of the course, the teacher, the group, the platoon, the company must all be drawn into the student training program.

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